

Reviewer

CP#

8151

Please enter your Legal Entity number:

LE

1211

Please enter your School Code

SC

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Are all profile components present?

☒ Yes

☐ No

Academic Performance - Are all components present? If not, please explain. Title I will review all purposes of all correlates.

☐ Yes

☒ No

What academic performance components are missing? Title I will review all purposes of all correlates.

IEFA trends marked N/A

Academic Performance - Indian Education for All and American Indian Achievement:

☒ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts

☐ Satisfactory answer

☐ Response does not address the question

☐ Answer is too general / Please be more specific or expand upon your answer

☐ Answer does not address Indian Education for All

☐ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

Efficiency - Are all components present?

☐ Yes

☒ No

What efficiency components are missing?

all components are missing

Learning Environment - Are all components present?

- ☐ Yes
- ☒ No

What learning environment components are missing?

all components are missing

Mathematics - Are all components present?

- ☒ Yes
- ☐ No

Mathematics - Goals:

- ☐ Goal(s) address specific math standard(s): Number Sense and Operation, Data Analysis, Geometric Reasoning, Algebraic and Functional Reasoning.
- ☒ Goals are data driven.
- ☐ Goal(s) is too general (doesn't include number of students or to what level of improvement).
- ☐ Mathematic goal lacks specificity, what grade levels are targeted
- ☐ Mathematics goal is not measurable as stated

Mathematics - Identified Strategies:

- ☐ Strategies are clear and focused.
- ☐ Rational is given for choice of strategies.
- ☐ Specific and research-based strategies stated.
- ☒ Strategies are measurable.
- ☐ Method, materials, and timeframe for implementing strategies are indicated.
- ☐ Strategies are based on realistic expectations.
- ☐ Mathematics identified strategies are unclear and/or lacks specificity.
- ☐ Mathematics identified strategies do not support stated goal.

Reading - Are all components present?

- ☒ Yes
- ☐ No

Reading - Goals:

- ☒ Reading goal based on CRT data.
- ☐ Reading goal is unrealistic for a school year.
- ☐ Reading goal lacks specificity, what grade levels are targeted?
- ☐ Reading goal is not measurable as stated.

Reading - Measurable Objectives:

- ☐ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☒ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.

Reading - Identified Strategies:

- ☐ Identified strategies are focused on standards based instruction and resources.
- ☐ Identified strategies to reach reading goal are focused and clear.
- ☐ Identified strategies to reach reading goal are not based on data.
- ☒ Identified strategies are generalized.
- ☐ Identified strategies (or Professional development) to reach reading goal lack specific connection to student achievement in reading.
- ☐ Identified strategies support reading goal.
- ☐ Consider multiple sources of measurement to collect reading achievement data.

Curriculum Development - Are all components present?

- ☐ Yes
- ☒ No

What curriculum development components are missing?

Other Resources is marked none.

Other #1 - Are all components present?

- ☐ Yes
- ☒ No

What other components are missing?

N/A

Other #2 - Are all components present?

- ☐ Yes
- ☒ No

What other components are missing?

N/A

Do you want to complete the additional Title I questions?

- ☐ Yes
- ☒ No